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HOSPITALITY EDUCATION CURRICULUM DEVELOPMENT PROJECT. FINAL REPORT.

BY- DOMMER, CAROLYN
MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.

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DESCRIPTORS- *OCCUPATIONAL HOME ECONOMICS, *FOOD SERVICE WORKERS, *PILOT PROJECTS, PROGRAM DEVELOPMENT, *CURRICULUM DEVELOPMENT, MICHIGAN, HOSPITALITY EDUCATION,

THE PURPOSE OF THE PROJECT WAS TO GAIN INFORMATION USEFUL IN DEVELOPING PROGRAMS FOR PREPARING PERSONS FOR EMPLOYMENT IN OCCUPATIONS INVOLVING HOME ECONOMICS KNOWLEDGE AND SKILLS AND FOR PREPARING TEACHERS. THE INITIAL CURRICULUM IN HOSPITALITY EDUCATION, TRAINING IN TRADE AND PERSONAL SERVICE OCCUPATIONS PROVIDING FOOD, LODGING, AND RECREATION, WAS LIMITED TO PREPARATORY INSTRUCTION IN COMMERCIAL FOODS. SEVEN SCHOOLS IN TOURIST, URBAN, AND SUBURBAN AREAS OF THE STATE SERVED AS SITES. FIVE OF THE SEVEN PROGRAMS WERE ORGANIZED AS PART OF THE ESTABLISHED HOME ECONOMICS PROGRAMS. EACH SCHOOL GAVE INSTRUCTION FOR TWO PERIODS DAILY IN COMMERCIAL FOODS OCCUPATIONS SUCH AS COOK'S ASSISTANT, GRILL ASSISTANT, BAKER'S HELPER, SALAD GIRL, STOCK BOY, WAITEIR OR WAITRESS, AND BUS BOY. STUDENTS HAD SUPERVISED WORK EXPERIENCE IN THE SCHOOL LUNCH PROGRAM. THE MAJORITY OF THE 121 STUDENTS IN THE PROGRAM WERE 11TH GRADERS AND OF AVERAGE ABILITY. FIVE OF THE SEVEN PROGRAMS WERE COEDUCATIONAL. LOCAL TEACHERS SERVED AS RESEARCH ASSOCIATES ON THE PROJECT, DEVELOPING AND COLLECTING REFERENCES AND INSTRUCTIONAL MATERIAL BOTH IN THE SCHOOLS AND IN WORKSHOPS AND INSTITUTES. PUBLICATION OF THE MATERIALS WAS ANTICIPATED DURING THE 1967-68 SCHOOL YEAR. THE COOPERATIVE PHASE OF THE PROGRAM WAS EXPECTED TO BEGIN IN SEPTEMBER 1967. MAJOR FUNCTIONS OF THE PROJECT WERE EXPECTED TO CONTINUE TO INCLUDE TEACHER EDUCATION, CURRICULUM AND INSTRUCTIONAL MATERIALS DEVELOPMENT, DATA COLLECTION AND ANALYSIS, AND REPORTING. THE DOCUMENT INCLUDES ORGANIZATIONAL DATA, SUGGESTED PROGRAM PATTERNS AND CURRICULUM CONTENT, OCCUPATIONAL OPPORTUNITIES IN CHART FORM, AND LISTS OF PROJECT PERSONNEL AND CONSULTANTS. (FP)

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EAST LANSING, MICHIGAN

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HOSPITALITY EDUCATION CURRICULUM DEVELOPMENT PROJECT

A FINAL REPORT OF PROJECT 801

Contract OE5-85-111

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PROJECT PERSONNEL

Project Leader

MISS CAROLYN DOMMER

Research Assistants

MR. RICHARD ACOSTA
Master's Candidate
in Hotel, Restaurant and Institutional Management

MRS. DOROTHY WEST
Doctoral Candidate
in Home Economics Education

Research and Development Program
in Vocational-Technical Education
Department of Secondary Education
and Curriculum

COLLEGE OF EDUCATION

Michigan State University
East Lansing, Michigan
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INTRODUCTION

The underlying purpose of this phase of the Research and Development Program is to conduct an exploratory vocational curriculum project. This project was established to acquire a base of descriptive information regarding the development of programs preparing persons for employment in occupations involving knowledge and skills related to home economics. This information is needed to formulate guidelines to aid in developing future home economics occupational programs and for preparing teachers for those programs.

FUNCTIONS. The fundamental concern of this project rests in planning the present and future direction for developing vocational education programs involving occupations related to home economics. The Research and Development Program is rooted in what is known as the clinical approach to teacher education and program development. This approach recognizes that ideas must be tried out in the arena of professional practice in local schools. In this way, conclusions may be based upon information gained from the realistic conditions of the social environment.

Essential to this approach is the development of a model for conducting an exploratory project that operationally combines, in the clinical setting, three basic curriculum development functions:

1. training personnel to develop new occupational education programs.
2. formulating program guidelines and curricula.
3. preparing resource and instructional materials for the programs.

Conducting an exploratory project necessitates the consideration of at least four additional functions:

1. project organization and management
2. establishing and supervising clinical sites
3. communicating findings and outcomes
4. evaluating the project and formulating recommendations

Engaging in clinically based projects demands that the general function of integration be given prime consideration. It is this complex function which facilitates the effective implementation of all other aspects of the project.

OBJECTIVES. Seven major objectives guided the initial exploration and development of the project:

1. To intensify the involvement of home economics in developing occupationally oriented educational programs.
2. To explore the program developmental potential of emerging occupational areas related to home economics.
3. To survey the practices employed in developing home economics occupational programs.
4. To examine selected approaches for preparing teachers to develop the occupational phase of the home economics program.
5. To develop, test, and refine curriculum and instructional materials for selected occupational areas.
6. To assess the nature of key factors involved in developing occupational education programs involving home economics.
7. To create a greater awareness and deeper understanding of the components and value of a sound occupational education program among educators and citizens.

The ultimate aim of this project is to extend the opportunity for occupational preparation through vocational programs that will give maximum returns to the school system, the community and most important, to high school students.

RELATIONSHIP TO RESEARCH AND DEVELOPMENT PROGRAM

The Research and Development Program is an integral part of the Department of Secondary Education and Curriculum where it has access to full cooperation of the entire vocational faculty (all five vocational teacher education services) as well as the faculty in curriculum, general secondary education, and social and philosophical foundations. As a basic operating principle, most Research and Development staff members are regular departmental faculty, continuing at least part-time on regular faculty assignments.

A set of basic goals supported the origin of the Research and Development Program. Each project contributes to as many of these goals as is possible. As in the overall Research and Development Program, the clinical approach to program development is also an integral part of this project. The schools serving as clinical sites provide a working environment in which ideas, procedures and mate-

rials may be developed, tried out and revised. In practice, this means that local teachers and other school personnel are involved at all stages of the process with Research and Development staff serving in advisory-consultant capacities, thereby strengthening the investment and commitment of the local school in systematically guiding educational change.

This project contributes to another major goal of the Research and Development Program, that of increasing the supply of qualified vocational educators. Major effort in the project is devoted to in-service teacher education. Once established and operationally stable, the clinical sites also can be used as internship centers for prospective teachers. Resulting program development information will be useful in designing future teacher preparation experiences and programs.

Since little is known about the behavior of teachers in occupationally oriented home economics programs, this project is making an important contribution to a third major Research and Development goal — that of uncovering new knowledge of teacher behavior upon which to base future teacher education activities. This also ultimately contributes to the improvement of the undergraduate and graduate instructional program in vocational teacher education, another major Research and Development concern.

As later discussion in this report will indicate, the approach used in the several developmental vocational projects is an example of an instructional pattern which differs in many respects from home economics or other vocational instructional patterns. The Research and Development Program is concerned with developing, testing and disseminating new or improved patterns of instruction for local schools, a goal to which this project is also contributing.

An integral purpose of the Research and Development Program is the development of leadership personnel who are research-oriented, acclimated to developmental projects, and who are creative and adaptive to change. Graduate research assistants and local teachers perform dual roles serving as project staff members and also as leadership trainees. Thus, this project, as other Research and Development projects, is concerned with leadership development at the University level as well as in local schools. In this way, leadership can be developed as a concomitant of the involvement of teachers and trainees in the on-going process of program development and experimentation.

BACKGROUND

Accelerating advancement of scientific knowledge and technology increases the complexity of man's environment, contributing to the extinction of some jobs, changing the nature of many existing occupations, and creating a host of job opportunities which previously were not significant. Preparing persons for employment in changing and newly emerging occupations presents substantial challenges to vocational education as it endeavors to perform its social function.

A CONTEMPORARY CONCEPT OF VOCATIONAL EDUCATION. Vocational education as conceptualized in this project consists of that formal instruction which prepares individuals for entry employment and/or advancement in recognized occupations except those classified as "professions". It concerns itself with teaching those skills, understandings, and attitudes necessary for success in a given occupation.

Maintaining a balanced relationship of vocational education to contemporary manpower and employment needs — termed "vocational efficiency"[1] by Barlow — is of continuing concern to vocational educators. Since creating jobs is not the function of vocational education, its contributions to vocational efficiency must be directed toward developing and revamping occupational education programs relevant to the changing employment needs in a contemporary society.

One of the characteristics of an emerging occupation is that the educational content upon which it draws frequently cuts across existing vocational fields. Thus, energetic response to demands for increased occupational education in emerging fields becomes the shared responsibility of all existing vocational services involved. Such an undertaking is an exceptional challenge to home economics education where the task involves adding a totally new dimension to the program while continuing to strengthen the present program of preparing individuals for effective home and family life.

Meeting demands for trained personnel in an ever-changing employment environment is a problem of concern to all vocational educators. In home

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1. Melvin L. Barlow, "The Challenge to Vocational Education," *Vocational Education: The Sixty-fourth Yearbook of the National Society for the Study of Education* (Chicago: National Society for the Study of Education, 1965), pp. 14-15.

economics, as in other vocational areas, much investigation is needed to analyze the "occupational mix" and determine the extent to which the content of a presently recognized vocational service may be an agency for developing the competencies needed by workers in various occupations. For home economics, it is anticipated that these occupations may be categorized into two broad classifications: (1) occupations inside and outside the home in which home economics-related competencies are of primary importance and (2) other occupations in which some home economics competencies are required.

CHALLENGES TO HOME ECONOMICS EDUCATION. As home economics education becomes intensively involved in preparing people for employment, it must concern itself with the formidable task of creating the appropriate human and material resources needed in developing the added occupational dimension of the program. The task is complicated by the dilemma which, on the one hand, demands immediate operation of a broad range of occupationally oriented programs where few previously existed, while simultaneously developing the necessary related materials and trained personnel needed for leadership.

Important strides have been made in implementing the intent and provisions of the Vocational Education Act of 1963, but in reality, the job has only begun. The frontiers, so to speak, are being explored — a necessary step for any program in its early stages of development — and information regarding the many facets of program development is being acquired. However, considerably more research and development is needed if effective programs are to be implemented at a rate to meet current and expanding vocational education needs.

Training must be made available in many occupations not previously represented in vocational education programs. The rapidly expanding employment opportunities found in occupations which provide services to families in the home or to persons in institutions or similar group situations is the subject of new and increased attention — particularly to home economics educators. The subject matter fields of home economics — child development, clothing and textiles, food and nutrition, institutional and home management, housing, equipment and interior design — are involved in the preparation of a number of the service-oriented jobs such as those in child care services, food service, visiting homemaker programs and the clothing maintenance fields.

Programs must be developed to provide appropriate vocational instruction for groups not previously served. A related concern involves the program expansion needed to accommodate unprecedented numbers of young people and adults. Home economics education is being called upon to increase the diversity of its program offerings and to involve a greater number of students in vocationally oriented classes at the post high school and adult levels as well as in high schools. Programs also must be developed to meet the needs of the culturally, academically and occupationally disadvantaged youth and adults for whom the approaches in traditional programs may be inadequate.

While the dimensions of the problem and the possible solutions are not yet fully understood, it is generally recognized that the changes involve philosophical and organizational reorientations. It is expected that this reorientation process will occur gradually as adjustments are made in teacher preparation and certification programs, in instructional materials, in local curriculum patterns and in the facilities and other resources made available for the successful operation of the programs.

CURRENT PROGRAM DEVELOPMENT FOCUS. Demand for new or modified programs exceeds the supply of resources readily available. Early activities can therefore most profitably be directed to selected areas. When this phase of the Research and Development Program was officially inaugurated (January 1, 1966) several occupational areas were considered that held potential for immediate program development. Included were hospitality services, child care services, and homemaker aides. Preliminary analysis of several factors — total possible duration of the project;[2] the limited time available for planning;[3] and the resources most readily accessible in adequate quantity — indicated that initial efforts could best be concentrated in hospitality services. Furthermore, initial response from local schools resulted in a majority of requests for assistance in developing occupational education programs for commercial food and the lodging aspect of the hospitality industry.

Through recent experience in conducting a summer workshop to prepare teachers and instruc-

2. approximately two and one-half years.
3. approximately eight months from initiation of project to beginning of 1966-67 academic school year.

tional materials for food service occupations[4] several resource areas and experienced staff had been identified. This provided some advantages for advance preparation in the area of hospitality service which did not exist in other occupational areas under consideration. In addition, the Michigan State University School of Hotel, Restaurant and Institutional Management was interested in furthering the cooperative association undertaken for the 1965 workshop and was intensely interested in fostering the development of programs preparing persons for employment in the hospitality industry.

HOSPITALITY EDUCATION PROJECT DESIGNATED. It was decided, therefore, that upon consideration of the previously discussed factors, initial occupational emphasis in home economics occupational development would be focused upon hospitality services — particularly commercial foods. Thus the Hospitality Education Project began operation officially in January, 1966, with the anticipation that it would serve as the model for future expansion to other occupational areas in the following years.

HOSPITALITY INDUSTRY EXPLORED. The following paragraphs outline several factors concerning the hospitality industry which must be taken into account when planning hospitality education programs and which indicate some of the intrinsic features of the industry perplexing to many observers. The discussion is by no means a comprehensive one. Rather it is an attempt to point out several factors which merit consideration.

The term "hospitality services" is intended to be a comprehensive label encompassing those phases of the trade and personal service fields which provide food, lodging and recreation for persons when they are away from home. Although programs being developed during 1966-67 all focus upon commercial foods,[5] the broad term has been selected for the title of the project to emphasize the comprehensive nature of the hospitality industry rather than focusing upon isolated components. Initial use of the broad term would also eliminate the need for changing the name of the project as it encompasses additional occupational areas within the hospitality industry.

The employment needs for various phases of the hospitality industry are well documented. At the present time, this industry is one of the largest employers in the nation.[6] Employment projections indicate that the hospitality industry will increase considerably in size providing increased opportunities for employment.

Emerging as a significant area for potential occupational education programs, the field of hospitality services presents several challenges of interest to vocational educators. Although far too complex to be explored fully in this document, the following factors need to be considered.

First of all, the presence of hospitality service occupations in the vocational education curriculum is a rather recent development. In the past, training for employment in this industry generally has been assumed by each employer to meet the needs of his own establishment. With the exception of a few isolated programs[7] systematic comprehensive educational programs in hospitality services are rarely encountered in the public schools. A few training programs are also conducted by some larger corporations. However, the expanded public demand for service and the increased occupational competence required present complex problems. Consequently, the task of meeting emerging training needs becomes too extensive for the industrial segment of society to handle adequately without paralleling existing educational structures — a development sure to be questioned by both industry and education. The alternative is to involve the educational enterprise in developing programs to prepare persons for employment in the hospitality industry as has been done for other industries and businesses.

Since vocational education offerings in hospitality services has been limited, systematic study of training programs has also been limited. Little educational research has been conducted in this occupational area with the result that few program models exist, comprehensive instructional materials

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4. Workshop conducted by MSU College of Education and the School of Hotel, Restaurant and Institutional Management in cooperation with the College of Home Economics, Michigan Department of Public Instruction and the food service industry; August 2-3, 1965. Operated under a grant from the United States Office of Education (OE 6-85-022) the workshop was reported in *Preparing Teachers and Instructional Materials for the Food Service Occupations,* Educational Proceedings Series, Number 6, 1966. (East Lansing: Educational Publication Service, College of Education, Michigan State University, 1966)

5. Includes quantity production and merchandising of food.

6. Vocational Guidance Manual on Careers in the Quantity Food Industry. (Chicago: National Restaurant Association, 1965.)

7. Such as the one at Chadsey High School, Detroit Michigan.

are in limited supply, and teacher preparation programs are insufficient to meet adequately the growing needs for qualified vocational educators in this field.

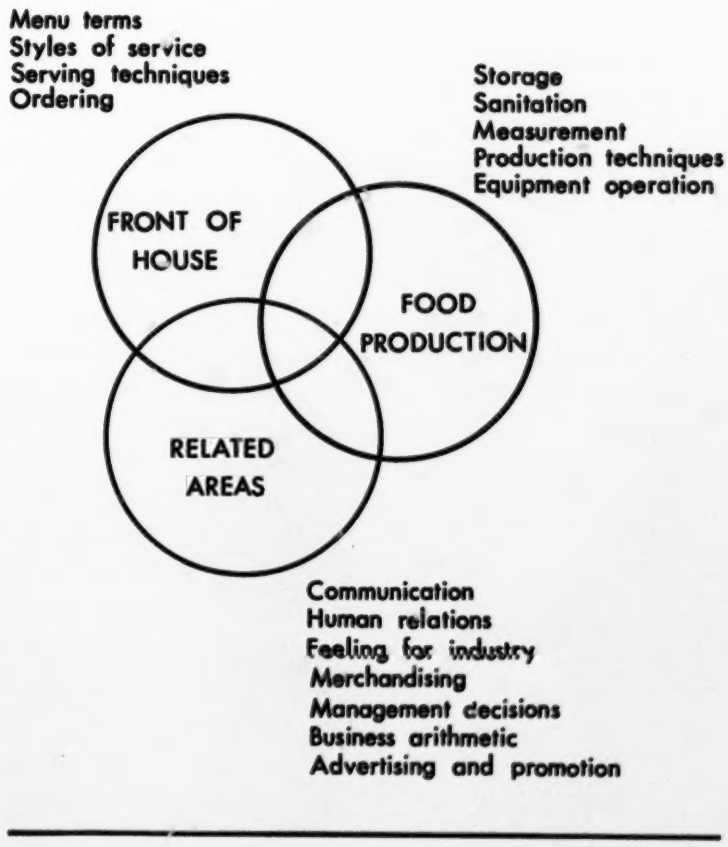
It is important to note that the armed services long have conducted well-organized training programs to meet military food and lodging needs. Persons trained in these programs have frequently entered civilian employment in the hospitality industry. However, since the highly specialized and concentrated occupational training provided by the armed forces is designed for specific and immediate military purposes, applicability to civilian operations must be a secondary concern.

Vocational education for occupations in the hospitality industry has been the subject of increased attention in recent years — notably since the enactment of the Vocational Education Act of 1963. Very recently, FEAST[8] and a study by the Council on Hotel, Restaurant and Institutional Education[9] have been undertaken. Reports concerning the scope of projects such as these are beginning to appear in popular lay periodicals.[10]

SOME CONCLUSIONS. For a variety of reasons, the area of hospitality services has not been emphasized extensively in past or present vocational education programs. Consequently, the public educational system has no established curriculum area presently prepared to assume responsibility for leadership, curriculum development and program design to meet the expanding needs for employment in the hospitality industry. This emerging occupational area is also characterized by involving content generally related to two or more of the existing vocational services. As the diagram in Figure 1 illustrates, several of the vocational areas — namely industrial education, distributive education, and home economics — each have potential contributions to make to program development for commercial foods. Analysis of other areas in hospitality services is likely to yield similar results. The fact, however, remains

Figure 1

Curriculum Content For Commercial Foods



that none of these vocational areas has individually assumed, or been delegated, the responsibility for promoting educational activity in hospitality services at a level to meet existing needs.

It is the latter concern which provides immediate challenges for vocational educators. The Hospitality Education Project seeks to meet some of the challenges by involving staff from home economics education, distributive education and hotel-restaurant management in the development of the project.

DESIGN OF THE PROJECT

This phase of the Research and Development Program was established as an exploratory project and employs a developmental approach in focusing upon curriculum planning, teacher education, and preparing curriculum materials. The project is conducted through cooperative arrangements with schools serving as clinical sites of the Research and Development Program. The basic features of the project are summarized in Figure 2.

8. Food Education and Service Technology. Program currently operated in several high schools in the San Francisco Bay Area. Originally conducted under a grant from the Ford Foundation in cooperation with the City College of San Francisco.

9. Hilda Watson Gifford, *Status of Curriculum Development in the Field of Commercial Foods on the Non-Baccalaureate Degree Level.* A project funded by the U. S. Office of Education, April 18, 1966 - March 31, 1967. (OEG 1-6-000491-0619)

10. Refer to: *National Education Association Journal* (December 1966); *Readers' Digest* (May 1966); and *Parent-Teachers' Association Magazine* (April 1966).

PROCEDURES. Procedures to implement the purposes and objectives of the project are outlined in this section. The procedures developed for this project relate to the following basic functions:

1. project organization
2. personnel development
3. preparation of instructional material
4. curriculum planning
5. data collection and analysis
6. reporting project activities and outcomes

It must be recognized, that while each of the procedures makes a primary contribution to the function under which it is listed, many of the procedures also contribute to other functions. However, in this outline, the procedure is listed only under the function for which its primary contribution is intended.

Project Organization

1. The Hospitality Education Project is to be administered through the Research and Development Program.
2. Major responsibility for operation of the project will rest with staff in home economics education. Operational support and assistance also will be contributed by other Research and Development staff (particularly in distributive education) and by staff in the School of Hotel, Restaurant, and Institutional Management. This provides for the varied contributions of specialists in the several related fields of study and increases the coordinated involvement of agencies concerned with program development in these areas.
3. The project will be conducted in cooperation with the Michigan Department of Education and the hospitality industry.
4. The direction of the project will be assumed by the Research and Development staff representative from home economics education. This staff member will serve as the project leader and shall have a substantial time commitment to Research and Development (preferably 100%). Part-time graduate research assistants shall complete the continuing staff of the project.
5. The HEP staff will also include one staff representative from each of the schools serving as clinical sites for the project. These persons will serve as research associates and shall be the teachers engaged in the development of the pilot hospitality education programs. These teacher research associates will be assisted in the instructional programs by the food service director. The talents and energies of the local personnel represent substantial contributions to the research capability of the project.

Figure 2

Project Summary: Vocational Education Program Development For Occupations Involving Home Economics Competencies

PURPOSES

1. To conduct an exploratory curriculum development project based upon a clinical school approach.
2. To acquire a base of descriptive information regarding the development of programs preparing persons for employment in occupations involving knowledge and skills related to home economics.
3. To develop guidelines to aid in the future establishment of home economics occupational programs and in the preparation of teachers for those programs.

CURRICULUM EMPHASES

1966-67	*1967-68*	*Projections*
Preparatory Commercial Foods	Cooperative Commercial Foods	Homemaker Aides (Preparatory and Cooperative)
	Child Care Services (Preparatory and Cooperative)	
	Hotel-Motel Housekeeping and Related Services (Preparatory and Cooperative)	

FUNCTIONS

1. Personnel Development (including teacher education)
2. Preparation of curriculum and instructional materials
3. Program development (including curriculum design and allied implementation functions)

CLINICAL FOCUS

1966-67	*1967-68*	*Projections*
6-8 Michigan High Schools	10-15 Michigan High Schools	Maximum of 15 Michigan High Schools

PROGRAM FEATURES

1. Local advisory committees
2. Preparatory and cooperative instruction
3. Coeducational classes (where appropriate)
4. Open-ended instructional focus

6. An advisory committee will be organized for the project to provide for closer communication and cooperation of agencies concerned with occupational education. The membership of the committee shall be representative of educational, industrial and labor interests.

Personnel Development

1. Conduct half-day orientation conferences with personnel (teachers, food service directors, administrators, counselors, and coordinators) in prospective clinical schools to explore the nature of vocational program development and to examine the scope and operation of the Hospitality Education Project.
2. Conduct summer workshop for personnel from clinical schools (teachers, food service directors, etc.) to examine the nature of occupational education program development and to develop resource units and other instructional materials for use in the local programs.
3. Hold periodic workshops during the school year to follow up the activities of the summer workshop and to provide opportunity for local personnel to exchange ideas, problems, and progress with their counterparts in other schools.
4. Hold periodic conferences with administrators and staff in each school during the school year to assist personnel in: clarifying objectives and operation of the local program; identifying alternative courses of action in problem areas; planning for future phases of the program; and in data collection.
5. Encourage local teachers and administrators to participate in conferences related to vocational education and hospitality services to increase professional understanding.

Curriculum and Instructional Materials Development

1. Collect available curriculum and instructional references for use by clinical schools (loan basis).
2. During summer institute and follow-up workshops, participants to develop and share resource materials.
3. Research associates to use resource materials and assist in evaluating and revising them (first year).
4. Employ consultants to assist in the review, evaluation, and revision of resource materials developed in the workshops and local programs.
5. Subject revised resource materials to use in pilot programs (second year). Research associates to assist HEP staff in evaluating the materials.
6. Edit resource materials and submit for publication at conclusion of project (tentatively June 30, 1968).

Curriculum Development in Schools Serving as Clinical Sites[11]

1. HEP staff to develop a series of program patterns and guidelines to assist schools in selecting a feasible approach to establishing an occupational education program related to home economics. (Please refer to Appendix A for an outline of suggested program patterns.)
2. Develop criteria to use in selecting schools for clinical sites for the project. (See Appendix B)
3. Announce project to local vocational directors and administrators at meeting sponsored jointly with other Research and Development project leaders.
4. Project leader to interview schools expressing interest in participating in the project. (Refer to Appendix B for documents outlining the arrangements for participating in the Hospitality Education Project.)
5. Select 6-8 schools to serve as clinical sites for the Hospitality Education Project.
6. For the duration of the project, HEP staff to serve as consultants to local personnel assisting with course development, establishing sound operational procedures, and planning for evaluation.
7. Assist clinical schools in conducting student placement followup studies at 1, 3, and 5 year intervals following conclusion of the project. (Trial follow-up to be conducted after first year of project participation.)

Data Collection and Analysis

1. The emphasis shall be upon collecting and analyzing descriptive information regarding program development that can provide clues for directing future teacher education programs and allied activities.
2. Develop report forms to be used with schools serving as clinical sites for the project including:
   - — weekly summaries of classroom activities
   - — summaries of resource materials used
   - — logs of teacher activities
   - — summaries of program development practices used and planned by local teachers and administrators
3. HEP staff to compile and analyze information acquired from research associates in the clinical schools.
4. Designate a research associate in each clinical school to assist with data collection. Research and

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11. Note: Several procedures outlined in items "2" and "3" (development and loan of materials, workshops, school visitations and consultations) also are associated with fostering curriculum development in the schools serving as clinical sites for the Hospitality Education Project.

Development Program to provide partial reimbursement for research associate time. (Refer to Appendix B)
5. Utilize clinical schools as environments in which to study behavior of teachers during various stages of program development.

Reporting HEP Activities and Outcomes

1. Workshops serve the dual function of providing instruction and opportunities for disseminating information.
2. Monthly progress reports by the project leader are submitted to the Research and Development Program Director. Copies of these reports are also circulated to Michigan Department of Education Staff and members of the HEP advisory committee.
3. Announcements, brochures, and selected materials are distributed periodically to vocational teacher educators, State Department of Education, USOE personnel, and to the hospitality industry.
4. Comprehensive reports of project activities and progress will be published and distributed nationally (tentatively for period to November 30, 1966, for first academic year of operation, and at the conclusion of the project on June 30, 1968).

LIMITATIONS. The instructional focus in program development, instructional materials development, and teacher preparation is limited to the high school level. This project does not encompass high school level area vocational schools nor does it include programs beyond the high school level. Important as these considerations are in comprehensive program development, they must be undertaken under a vastly expanded research and program development effort.

All hospitality education programs for 1966-67 focus upon preparatory instruction in commercial foods. The instructional emphasis will expand to include a cooperative experience during the 1967-68 year of operation, beginning in September, 1967.

The expansion anticipated during 1967-68 should include vocational programs in other hospitality services (particularly hotel-motel services) as well as programs in other occupational areas related to home economics (such as homemaker and child care services). The proposed expansion would result in a more comprehensive program development effort at the local level and also would contribute additional vital information regarding teacher performance for use in teacher preparation programs.

EVALUATION. Evaluation must be an integral part of project planning and operation. Evidence of progress toward established project goals and procedures employed to accomplish them continually must be collected and assessed. Major provisions for project evaluation include the following:

1. Maintaining the clinical approach provides opportunity to observe the effects of workshops, consultation sessions and other personnel development activities over a period of time. This long-term observation provides some basis for determining the reasonable expectations from each of the activities as well as serving as basis for modifying and supplementing the activities to achieve guidelines for effective approaches to preparing teachers for home economics occupational programs.
2. An analysis of the reports from the research associates (on learning experiences, resource materials, teacher activities, etc.) should serve as a basis for identifying key problem areas and the contributing factors. Feasible alternatives may then be suggested to solve the problems.
3. A review of the monthly reports from the research associates also can serve as a basis for consultation with individual teachers and other local school personnel regarding modifications in program operation that may need to be made.
4. Study of the summaries of class activities should indicate the general scope of the instructional program on a day-by-day basis. This will be helpful in modifying the course outline as well as in altering classroom procedures to accomplish progress within the realistic limits of the local situations.
5. By analyzing the activity patterns of teachers over a period of time, it is hoped that more will be learned regarding the nature of the role that these teachers play in developing new instructional programs in vocational education thereby providing some feedback for teacher educators and administrators charged with "prescribing" instructional programs for the prospective and in-service teachers.
6. Through subjecting the various resource materials to repeated use in actual classroom situations, a realistic appraisal can be acquired regarding the general potential of the materials. Furthermore, major strengths and weaknesses can be assessed and gaps in content or approach can be identified.
7. A follow-up of students completing the instructional program (preparatory and cooperative phases will provide one basis for evaluating each of the local programs as well as collectively suggesting some general guidelines for modifying all related programs.
8. Generally speaking, the clinical approach provides opportunity to describe the kinds of conditions existing in schools currently engaging in intensi-

fied occupational program development. A study of these conditions, and the factors involved, should be of assistance in evaluating the progress being made at the local level and in developing guidelines for program development in other schools anticipating future involvement.

9. Continued association with personnel engaged in program development at the local level permits opportunity to observe the changes in their attitudes and practices (usually subtle, rather than dramatic) related to the vocational programs in which they work and toward vocational education generally.
10. Interviews with the students involved in the instructional programs and periodic testing of their performance will provide some indication of the stage of development of the student and also the value of the program in assisting with their occupational and educational preparation.

As earlier comments indicated, a developmental approach is to be used in planning and conducting the project. Provisions for evaluation must, then, correspond to the general developmental nature of the operation. As a result, the interpretations and conclusions drawn from the evaluation of acquired evidence can be used primarily for identifying promising practices and in developing guidelines for directing future research and curriculum development efforts.

GUIDELINES. The following serve as general guidelines for directing the operation of the project:

1. Curriculum development and innovation in vocational education should be a cooperative endeavor involving the public school, other public agencies and organizations — such as the state department of education and teacher education institutions — and industrial and labor interests.
2. The unique characteristics of an area should be considered when planning and conducting vocational education programs rather than assuming that identical programs should be developed in all parts of a state or region.
3. To the extent possible, evaluation of the vocational education program — in its totality as well as segments of it — should be based on the goals and outcomes of the program in relation to the effectiveness and efficiency of the resources used to accomplish the purpose(s) of the program.
4. Persons affected by the planning and evaluation of a program should be meaningfully involved in the planning and evaluation process.
5. Established patterns of educational administration and organization in a school must be given careful consideration when planning and operating a vocational education program in any curricular area.
6. Current educational laws and policies concerning vocational education serve as an important consideration in planning new programs or improving existing ones.
7. Major emphasis should be placed upon long-range development of vocational programs which reflect integrated educational experiences and provide — administratively and organizationally — for close correlation of the preparatory and cooperative phases of the curriculum.

ACTIVITIES AND PROGRESS

Work on the project began formally on January 1, 1966, with the appointment of the project leader. Thus, this resume of activities represents the status of work approximately eleven months after the first staff member was appointed.

This section of the report summarizes the activities and progress of several major aspects of the projects including: HEP staff; schools serving as clinical sites for the project; cooperating agencies; personnel development activities; development of reference and instructional materials; information and data collection; and projections for future activities. Each of these will be reviewed in some detail. Supplementary material appears in the Appendix of this document and specific references will be indicated periodically.

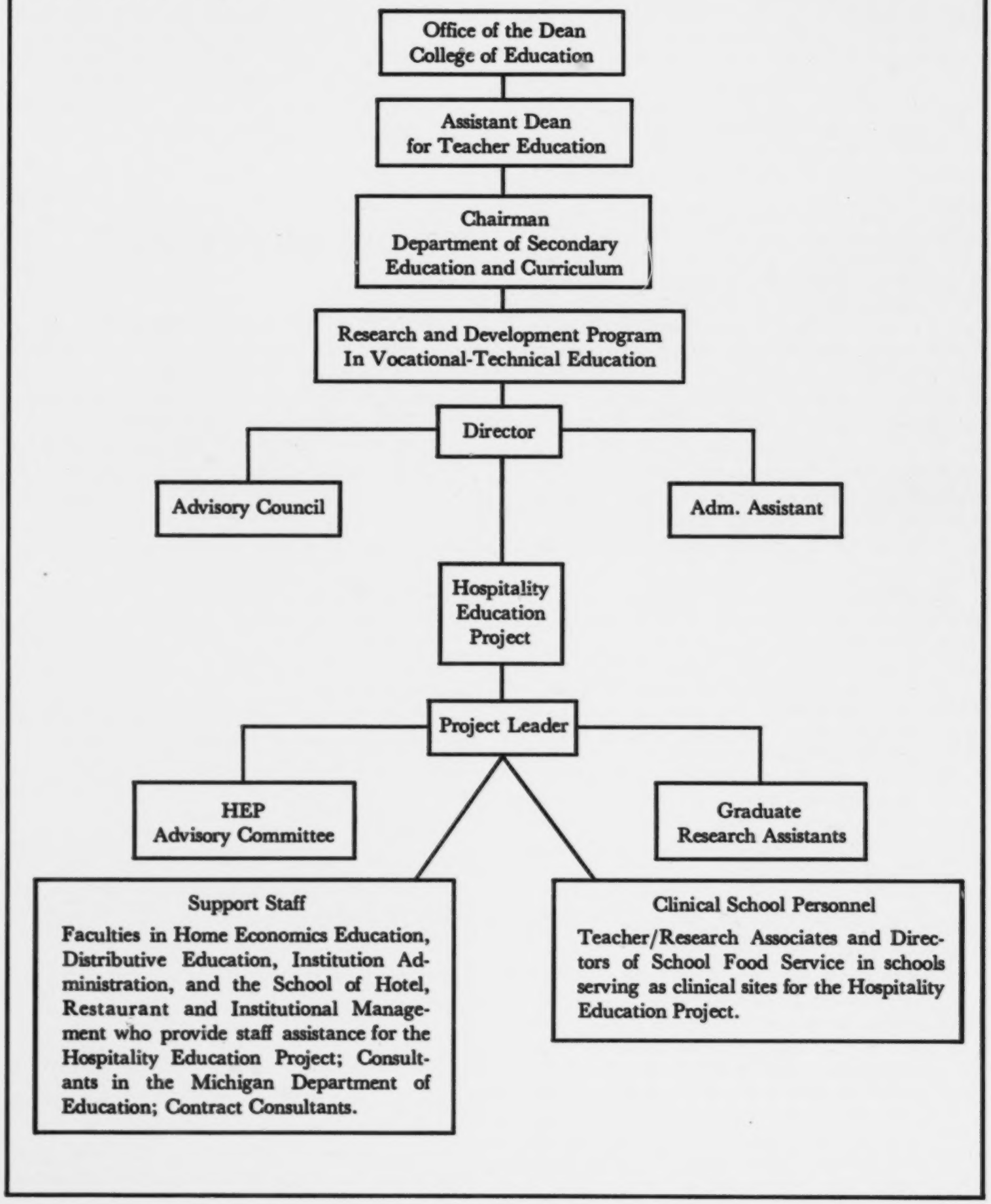
It will be evident that the total operation of the project has involved a number of persons and activities. A review of all project activities to date appears in the HEP Calendar of Events which is shown in Appendix C.

PROJECT STAFF. The administrative organization of the project is shown in Figure 3. As the chart indicates, the operation of the Hospitality Education Project is the responsibility of the project leader who is a member of the Research and Development staff. The project leader is from the home economics education faculty and presently has a 100% time commitment to the Research and Development Program. Currently, two graduate students serve as part-time research assistants to complete the continuing staff of the project. A complete listing of personnel, including the types and duration of appointments, appears in Appendix D.

In January of 1966, a Hospitality Education Task Force was designated by the director of the

Figure 3

Organization of the Hospitality Education Project


Office of the Dean
College of Education
Assistant Dean
for Teacher Education
Chairman
Department of Secondary
Education and Curriculum
Research and Development Program
In Vocational-Technical Education
Director
Advisory Council
Adm. Assistant
Hospitality
Education
Project
Project Leader
HEP
Advisory Committee
Graduate
Research Assistants
Support Staff
Faculties in Home Economics Education, Distributive Education, Institution Administration, and the School of Hotel, Restaurant and Institutional Management who provide staff assistance for the Hospitality Education Project; Consultants in the Michigan Department of Education; Contract Consultants.
Clinical School Personnel
Teacher/Research Associates and Directors of School Food Service in schools serving as clinical sites for the Hospitality Education Project.

Research and Development Program. (See Appendix D) This group is continuing its review of needs for comprehensive experimental programs and teacher education related to hospitality services. The deliberations of this group have resulted in the preparation of a preliminary proposal for a statewide model of a developmental vocational education research and teacher education program in hospitality services based upon a clinical school concept. Preliminary discussions regarding funding of portions of this proposed project have taken place with a representative of the Ford Foundation as indicated in Appendix E.

A number of consultants and resource persons have provided varying types of assistance to the project during planning meetings, institutes, and workshops. A complete listing of these persons and the organizations which they represent appears in Appendix F.

The HEP staff also includes the research associate in each school serving as a clinical site for the project. These research associates are the local teachers engaged in the development of the pilot hospitality education programs. They are assisted in the instructional program by the food service director. The talents and energies of the local personnel represent very substantial contributions to the research capability of the Hospitality Education Project. Research associates and food service personnel are listed in Figure 4.

COOPERATING SCHOOLS. Schools were contacted, interviewed, and selected according to the procedures indicated in the project design. After the project was announced to local administrators, eighteen school systems submitted requests for program development assistance. Interviews with local school personnel and observations of facilities were completed by the project leader during the spring of 1966. Agreements to participate in the 1966-67 Hospitality Education Project were reached with seven schools prior to the close of the 1965-66 school year.

Figure 4 lists the names and locations of the schools serving as clinical sites for the 1966-67 Hospitality Education Project. Several factors regarding the schools may be noted:

1. *Geographic Distribution.* As Figure 4 illustrates, the schools are located in three geographic areas of the state. Included are three types of locations: tourist (Algonac and Petoskey), urban (Creston, Grand Rapids), and suburban (Grand Blanc, Kenowa Hills, Lakeview, and Warren). It should

Figure 4

Schools Serving As Clinical Sites For The Hospitality Education Project

Schools, Programs and Staff are as follows:

1. GRAND BLANC H.S., GRAND BLANC; *Food Sales and Service;* Mrs. Georgina Holdorf, Research Associate; Mrs. Eunice LePage, Cafeteria Manager.
2. CRESTON H.S., GRAND RAPIDS (city): *Vocational Food Service;* Mrs. Betty Adloff, Research Associate; Miss Eleanor Tumath, Director of Food Service.
3. PETOSKEY H.S., PETOSKEY; *Hospitality Education;* Mrs. Marcia Miller, Research Associate; Mrs. Ruth Chamberlain, Director of Food Service.
4. LAKEVIEW H.S., ST. CLAIR SHORES; *Food Service Education;* Mrs. Irene Sample, Research Associate; Mrs. Jane Wagner, Cafeteria Manager.
5. WARREN H.S., WARREN; *Commercial Foods;* Miss Susan Schumann, Research Associate; Mrs. Mary Haack, Director of Food Services.
6. KENOWA HILLS H.S., GRAND RAPIDS (suburb); *Commercial Foods;* Miss Virginia VanPopering, Research Associate.
7. ALGONAC H.S., ALGONAC; *Quantity Food Service;* Mrs. Thelma Stringer, Research Associate.

be noted that each of the suburban schools is part of one of the main metropolitan centers of the state (Flint, Grand Rapids, and Detroit).

2. *Vocational Program.* Of the seven programs, five are organized as part of the established home economics program. The two remaining programs currently operate independently of the instructional program in home economics.
3. *Instructional Emphasis and Organization.* Emphasis in the instructional program in each of the seven clinical schools presently is limited to commercial foods.
   a. Each school currently operates a preparatory instructional program in commercial foods with students enrolled for two periods daily. Training focuses upon a cluster of jobs including cook's assistant, grill assistant, baker's helper, salad girl, stockboy, waiter or waitress, and bus boy.
   b. Each school anticipates initiating the cooperative phase of the program in September, 1967. Students presently enrolled in the preparatory class will be eligible to participate in the cooperative program.
   c. Each program aims to provide occupational preparation that will enable students to enter employment in the hospitality industry and to inspire the able student to continue his training at the community college or university level.
   d. The existing preparatory, instructional program in each of the schools is scheduled for two periods daily (approximately). Students periodically participate (on a rotation basis) in a supervised work experience in the school lunch program. This is accompanied by directed classroom experiences.
4. *Student Data.* As of September 30, 1966, the enrollments reported by the seven research associates totaled 121 students. Additional information concerning the enrollees includes:
   a. The majority of the students enrolled in the 1966-67 preparatory programs are 11th graders; however, in special instances a 10th or 12th grade student was enrolled.
   b. Five of the seven programs are coeducational. Two of the schools limited the initial enrollment to boys.
   c. Although comprehensive information regarding achievement, attitudes and other characteristics is not yet available for analysis, preliminary observations and reports indicate that the enrollments as a whole are quite similar to most vocational programs. Most students are of average ability and general school achievement while a few are enrolled in some phase of special education or a remedial program. Several students have expressed interest in, and may have the potential for, further academic preparation beyond high school, particularly in non-baccalaureate technical, supervisory or mid-management training programs in hospitality services.
5. *Role of School.* The primary function of the school in this project is that of serving as a clinical site, or living laboratory, for the study of a program as it is established and developed. The respective roles of MSU and the participating school are outlined in Appendix B. The following points summarize the role of the school as it relates to: employing instructional personnel; providing facilities, equipment and supplies; supplying teaching and instructional materials; recruiting and selecting students; and establishing and maintaining advisory committees.
   a. Teachers in five of the programs are vocationally certified home economics teachers; one of the teachers is completing requirements for a degree in industrial education; and one of the teachers holds a temporary vocational teaching certificate. All teachers had teaching experience prior to this teaching assignment and the academic preparation of two of the teachers extends beyond the master's degree.

      The teachers are assisted in the instructional program by cafeteria personnel who supervise some of the cafeteria work experience. Other faculty and business people serve as resource persons for the class, some for extended periods of time (for example: a restaurant manager may present a series of demonstrations on the merchandising of menu items).
   b. In five of the schools, home economics foods laboratories are used in combination with cafeteria facilities for the instructional program. In one of the schools, only the cafeteria (production and dining room) is used. In the remaining school, a former elementary school cafeteria kitchen (in a building adjacent to the high school) serves as the instructional facility.[12]

      Several plans are being developed for scheduling students for classroom and supervised work experience in the school lunch program. Summaries of these plans will be included in

12. It may be noted here, that the additional time needed to build or remodel facilities and the expense of installing supplementary equipment are factors meriting thorough consideration by a school anticipating the development of a vocational program in hospitality services. While recommendations regarding these factors will be incorporated in the final report of this project, experience to date indicates that allowances for financing, equipment delays and installation time may involve as much as two years' time.

the curriculum and program development materials to be released at the conclusion of the project.

Small equipment and utensils for the commercial foods classes are available from two main sources. In some instances, the cafeteria kitchen is used for classroom experiences or equipment is loaned for use in the auxiliary classroom. Some schools are purchasing supplementary commercial equipment for use by the commercial foods classes. It is anticipated that inventories of the equipment needed for effective operation of a vocational program of this type will be prepared and included in materials which will be made available to schools when this project is concluded.

Food items required for this type of program are of major concern both from the standpoint of acquiring the items and providing an outlet for the products which result. In some instances, ingredients used for production lessons can be requisitioned from the school lunch program which then provides the outlet for the finished products. This requires that classroom experiences and cafeteria menus be closely correlated — not the simplest task on a very limited school lunch budget. All programs must have a supplementary budget to cover the purchase of supplies used for experimental purposes which do not result in an output for the school lunch program. Various extracurricular school and community functions also provide opportunities for quantity production and service experiences.

c. The teachers (serving as research associates) are assuming a vital role in the development and organization of reference and instructional guides and materials used in the programs.

   The participants in the 1966 Summer Hospitality Education Institute prepared a series of resource units which were reproduced and distributed to participating schools. Research associates submit monthly reports on daily class activities and resource materials used in the programs. This information can then be used in modifying the resource materials which can be made available to other schools in the future.

   Research associates are responsible for developing course outlines for their respective programs. Hospitality Education Project staff are available to assist with this.

   Supplementary materials are also being prepared by HEP staff and consultants. These materials are made available to schools participating in the project.

d. Schools were permitted considerable flexibility in recruiting and selecting students for the 1966-67 program. Since activities had to be compressed into a very short period of time, nearly all recruitment and selection activities were approached on a "crash" basis. Consequently, considerable revision will be made — particularly with the timing — prior to enrollments in the spring of 1967. While approaches varied from school to school, the following procedures were frequently used.
   (1) School personnel involved in the recruitment included the prospective teacher, the counselors, the principal, the food service director, and occasionally the vocational director.
   (2) Students were introduced to the prospective program through conferences with counselors and teachers, through announcements in school publications and activities, and through discussions in classes (orientation, home economics, etc.).
   (3) Students indicating an occupational interest in the commercial foods were then interviewed by counselors and/or prospective commercial foods teacher prior to final selection. Enrollment was open primarily to eleventh grade students but a few students from other grades who, in the judgment of the teacher and counselor, could profit from the program were also enrolled.
   (4) Students were to receive credit for the commercial foods class corresponding to school policy — generally one credit per class period enrolled.

e. One of the responsibilities of the local school is to establish an advisory committee for the Hospitality Education Program. The intensity of advisory committee activity varies among the participating schools with some schools currently in the initial stages of organizing the committee while others have advisory committee members actively assisting with program development.

   Research associates are submitting reports of advisory committee activities from which promising practices and procedures can be summarized for use by schools in the future.

COOPERATING AGENCIES. As in other Research and Development program development projects, the customary state-local relationship in vocational education is maintained. A member of the Michigan Department of Education staff has been designated as a consultant for the Hospitality Edu-

cation Project to provide assistance in reviewing local programs and developing operational guidelines. Certification of teachers and contracts for vocational reimbursement are processed through the established Michigan Department of Education channels. In addition, two members of the Michigan Department of Education staff serve as members of the Hospitality Education Project advisory committee.

The Hospitality Education Project has been granted cooperative assistance by the School of Hotel, Restaurant and Institutional Management at Michigan State University. Classroom facilities in Kellogg Center were made available for the 1966 Summer Institute and periodic consultant assistance has been provided.

The Hospitality Education Project has benefited since its inception from the support of the Michigan Committee on Education for the Hospitality Industry, the advisory committee to the MSU School of Hotel, Restaurant and Institutional Management. Several members of this group also serve on the advisory committee for the Hospitality Education Project.

Representing business, industry, labor and educational interests, the advisory committee for the Hospitality Education Project provides for communication with agencies concerned with occupational preparation in hospitality services. This group can be called upon to provide advice, assistance, and support for project activities — particularly those involving liason with the community. A listing of the membership of the Hospitality Education Project Advisory Committee appears in Appendix G.

PERSONNEL DEVELOPMENT. In a project concerned with developing programs for which few guidelines and patterns exist, development of leadership personnel is essential at the local level and at the teacher education level.

1. *Local Personnel Development.* One of the basic functions of the Hospitality Education Project is to study approaches to teacher preparation and in-service education for school personnel. Consequently, a series of workshops and conferences has been included in the activities of the project. These serve as vehicles for acquainting teachers and other school personnel with the many phases of program development and provide opportunities for school personnel to exchange ideas, problems, and effective practices which they have developed.

   The project design provides for summer institutes and several follow-up workshops during the school year. Conducted primarily for personnel from the schools participating in the Hospitality Education Project, interested persons from other schools may also attend at their own expense.

   The 1966 Summer Hospitality Education Institute was held July 6-27 on the campus of Michigan State University. Seventeen persons participated in the three-week session which focused upon methods and procedures for developing occupational programs in hospitality services.

   The first follow-up workshop was conducted on November 1-2, 1966, at Michigan State University. Participants discussed progress of each of the local programs and examined principles and methods for developing and incorporating selected instructional materials into the programs.

   Continuing consultant visitations to the participating schools also provide personnel development assistance for staff at the local level. During the consultations by the project leader and other consultants, attention can be focused upon particular problems and concerns of the individual research associate.

   While it can never replace a specialized teacher preparation program, the personnel development approach being used in this project has the advantage of providing a more comprehensive approach by focusing upon a sequence of interrelated activities rather than a series of isolated events. Maintaining continued contact with a limited number of persons permits observation of their development over an extended period of time thereby providing a more comprehensive basis for evaluating the content and organization of teacher education activities.

2. *Opportunities for Teacher Educators.* Since teacher preparation programs for hospitality services are relatively new to the vocational education scene, this project provides opportunity for present and prospective teacher educators to gain leadership experience in this field.

   For the graduate student, a prospective teacher educator, the experiences gained as a graduate assistant on the project provide opportunity for formal study to be integrated with professional practice. Experience in working with teachers in the field and in organizing project activities also may be influential in channeling the interests and future professional commitments of the graduate student.

   As a result of the impact of rapidly changing technology upon educational practice, it is becoming increasingly important for the teacher educator to maintain close and continuous association with developments in educational programs at the local level. The involvement of the Hos-

pitality Education Project in local schools provides a continuing clinical experience for the teacher educator — a vital factor in a progressive program of personnel development.

MATERIALS DEVELOPED. To date, the activities related to developing materials have been limited to the preparation of materials for internal use - by project staff or by teachers and administrators in the local schools.

Included have been outlines of the project, program development guidelines, reference lists, resource units, selected instructional materials, teaching and instructional references, bibliographies of teaching aids, collections of job descriptions, agendas and programs, and reports of activities. All materials to date have been prepared in "working draft" form. Those meriting refinement will be edited and duplicated for release at the conclusion of the project.

It is yet too early to ascertain the value of the materials developed thus far. It is hoped that use of these and other materials in the Hospitality Education Project will result in the development and publication of a handbook of promising practices and procedures to be used as guidelines in establishing and conducting future vocational programs. At present, it is envisioned that this collection of materials would include sections relating to:

Recruiting and selecting students

Working with local advisory committees

Organizational procedures

Instructional guides correlating learning experiences and study guides for selected areas

Job breakdowns for selected tasks

Case studies of on-the-job situations to be used in class discussions

Suggestions for displays, overhead-transparencies and other visual aids

Guidelines for planning and supervising work experiences for students

Evaluation tools for teacher, supervisor and student use

Assuming positive findings and necessary financial support to maintain staff, publication of these materials will take place during the 1967-68 school year and immediately following the conclusion of the project.

INFORMATION AND DATA COLLECTION. Since the 1966-67 instructional program has been in operation only three months, the collection of descriptive information and other data has just begun. To date, information requested from the research associate has included the following:

Descriptive summary of student recruitment and selection procedures used to initiate the 1966-67 programs

Lists of school staff involved in conducting and administering the local hospitality education program

Local advisory committee membership and activities

Teaching schedule of research associate

Hospitality education class schedule and student enrollment

Summaries of class learning experiences[13]

List of instructional materials and resources used each week[13]

Log of related activities of research associate[13]

Analysis of content areas to be included in instructional program

THE FUTURE

The projected program of work for the remainder of the project appears in Appendix H. This activity projection is the one proposed to accomplish the objectives of the Hospitality Education Project as originally designed assuming continuation of the anticipated level of financial support and continuation of cooperation with schools. Major functions of the project will continue to include teacher education, development of instructional materials, curriculum development, data collection and analysis, and reporting.

Copies of materials (reports, resource units, guides, etc.) selected for refinement and publication will be available for nation-wide distribution according to mutually acceptable procedures worked out between Research and Development Program personnel and United States Office of Education Staff.

While the conferences proposed for the duration of the project are primarily intended for personnel from schools serving as clinical sites, as space permits applications to attend conferences and workshops will be accepted and honored from other interested persons.

Although not included in the 1966-68 program of work, the developments resulting from operating

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13. summarized weekly; submitted monthly to project leader

a program such as this one would provide an excellent basis for conducting a regional or national conference for the purpose of examining approaches used and disseminating information. As support for the merit of this idea is acquired, further exploration regarding sponsorship will be made.

Any review of the contents of Appendix H must be made with the understanding that this represents the program of work corresponding to the original project design. The reduced 1967-68 Research and Development budget being negotiated during the preparation of this report will result in drastic curtailment of this project.

APPENDIX A

SUGGESTED PROGRAM PATTERNS FOR PARTICIPATING IN THE HOSPITALITY EDUCATION PROJECT

PLAN I *Occupational Training*	*PLAN II* *Integrated* *Occupational Training*	*PLAN III* *Maximized Integrated* *Occupational Training*	*PLAN IV* *Special Opportunity* *Occupational Training*
2 hours a day (or equivalent) 2 semesters 1-2 credits in occupational core (depending upon school policy)	2 hours a day (or equivalent) 2 semesters 1 credit in occupational core 1 credit in applied subjects (selected from list below)	3 hours a day (or equivalent) 2 semesters 1-1½ credits in occupational core; 1-2 credits in applied subjects (maximum total for program — 3 credits)	2 or more hours a day 2 semesters 1-2 credits (depending upon program and school policy)
Occupational Training Core Instruction in principles & skills on a small volume basis with application in a coordinated experience in a large quantity facility.	*Occupational Training Core* Instruction in principles & skills on a small volume basis with application in a coordinated experience in a large quantity facility.	*Occupational Training Core* Instruction in principles & skills on a small volume basis with application in a coordinated experience in a large quantity facility.	*Occupational Training Core* Instruction in principles & skills on a small volume basis with application in a coordinated experience in a large quantity facility. (Note: Core would be modified to suit type of students involved & would be integrated to a high degree with related basic education understandings and skills.)
Integration Fundamental understandings and skills in mathematics, science and communication would be used in the occupational training program. Basic competency in general education would be assumed however, and concentrated integration would be less than in PLAN II.	*Integration* Orientation of basic education to occupational training: *a) one semester of each of two b) one year of one applied mathematics applied science applied English business (general or specialized course) Home economics (oriented to dual role of women) *preferred	*Integration* Orientation of basic education to occupational training: Combination of following to equal no more than 2 credits applied mathematics applied science applied English business economics social science home economics	*Integration* Basic general education to be related to understandings and skills of occupational training at special program level.

SOME EXAMPLES of possible orientations of occupational training and applied subjects to be integrated into the total program include:

Occupational Training Core. Laboratory approach to principles and skills on a small volume basis with application in a coordinated experience in a large quantity facility, (such as school lunch program).

Applied Mathematics. Application of fundamental mathematical understandings and skills to food production, sales, and service such as: use of measurement tools, computations of equivalent measures; proportionate increasing; decreasing, and quantity substitutions; study of food costs; time and temperature adjustment; writing and totaling guest check; making change; portion control.

Applied English. Developing competency in oral communications (greetings, farewells, introductions, handling complaints, taking and delivering orders); vocabulary and spelling (terms and techniques for menus, recipes, and serving procedures); reading and interpretation (menus, instructions, labels, case studies); oral and written reporting (demonstration, laboratory and work experiences); investigation of alternatives and drawing of conclusions in situations related to class and work experiences; supplying appropriate information for forms.

Applied Science. Health and sanitation, safety; use of chemicals; properties of matter as they relate to foods, tools, and processes used in the occupation (heat transfer, refrigeration, etc.).

Business. Specific skills related to occupation (typing, accounting, etc.); business and occupational trends in relation to getting, holding, and advancing in jobs; employee relationships; employee responsibilities and benefits.

Home Economics. Oriented to families in which homemakers assume multiple roles of homemaker, parent, and wage-earner.

Special Education. Provide and relate basic educational skills to occupational training, special supplementation where needed.

It would also be necessary to provide continuous guidance for students from the time of selection preliminaries through the time when employment is secured. Sufficient follow-up of students as they continue in jobs is also a vital consideration.

Pilot Programs in Training for Hospitality Occupations Sample Pattern of Instruction - Plan II

Block of 2 periods

	Monday	Tuesday	Wednesday	Thursday	Friday
CAFETERIA MANAGER			Supervised Work Experience		
			Group A	Group B	Group C
Teacher (1)	*Lab. I* Principles of Food Production & Service	*Lab. II* Principles of Food Production & Service	Supervision independent study; spec. problems;		
	Group A & 1/2 Group B	Group C & 1/2 Group B	enrichment experiences, Group C	Group A	Group B
Teacher (2)	II. Applied Math*	I. Applied Math*			
	Group C & 1/2 Group B	Group A & 1/2 Group B	Group B	Group C	Group A

*Applied English during 2nd semester or teach both all year dividing up days or periods.

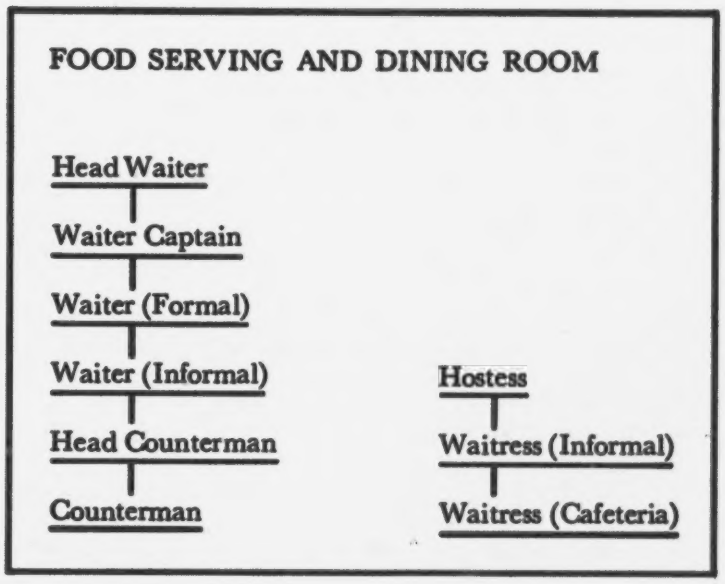
Credits for year

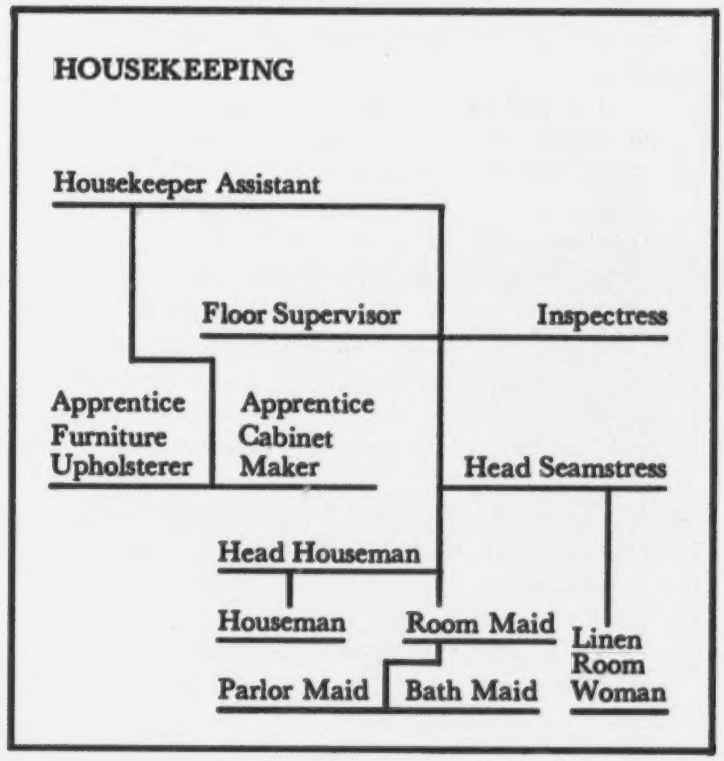
1 credit - occupational training core
1/2 credit - applied English
1/2 credit - applied Math

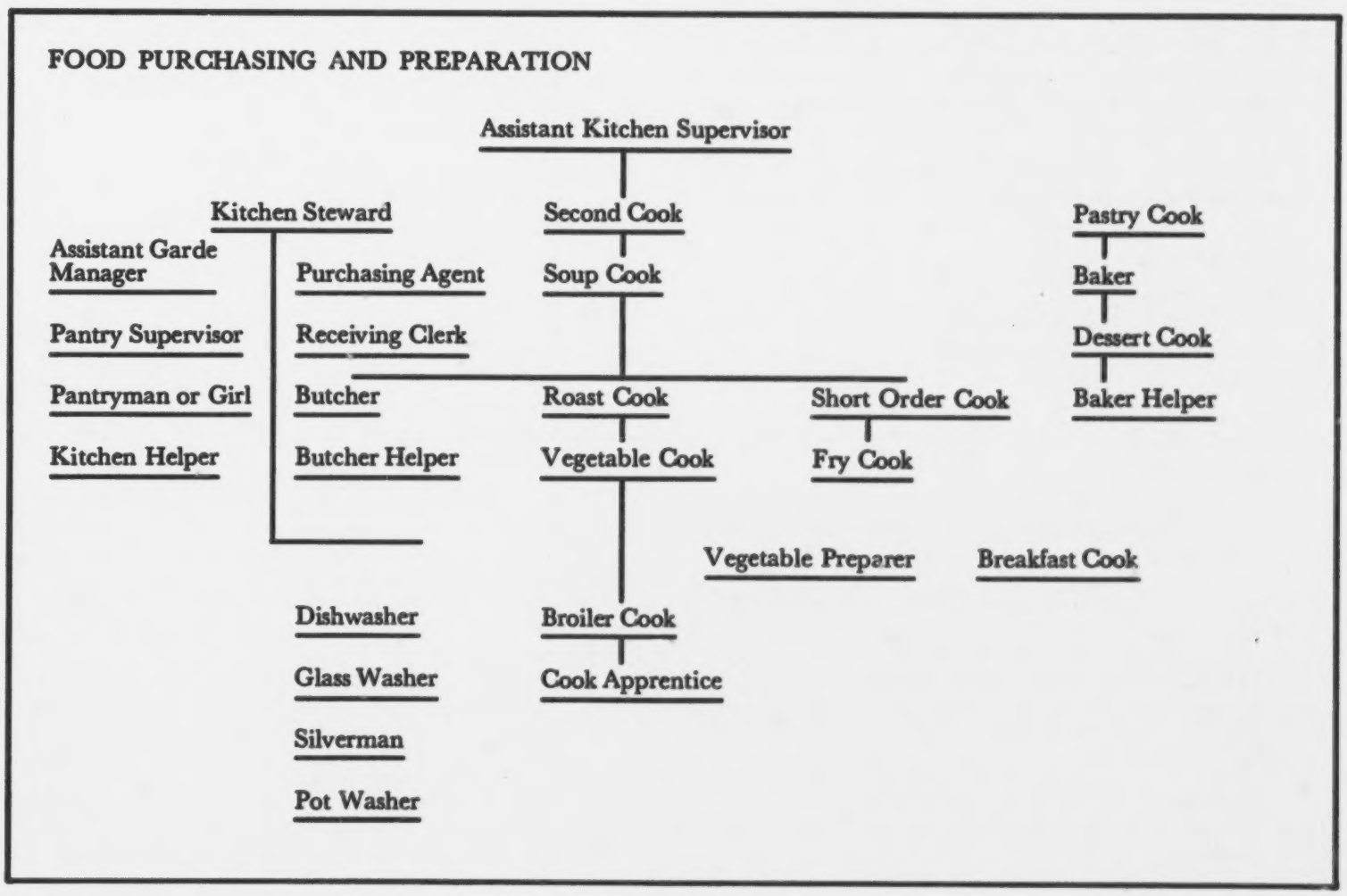
*EXAMPLES OF OCCUPATIONAL OPPORTUNITIES IN THE HOSPITALITY INDUSTRY**

PLEASE NOTE: These charts are included to indicate a range and relationship of occupational opportunities in the hospitality industry. Occupational training programs at the secondary school level would not include all of the occupations in these charts.

*Adapted from materials prepared by the curriculum Sub-Council of the Hotel and Restaurant Advisory Council to the Job Corps (2/August/1965)







APPENDIX B

CONDITIONS FOR PARTICIPATION

SCHOOL SELECTION. In selecting schools to serve as clinical sites for the project, the following will be considered:

1. *Type of potential program.* It is recognized that some variations in potential programs will exist due to the nature and availability of jobs, the size of the community, and socio-economic factors. Multiple representations of several basic programs are desired. Consideration will also be given to the type of students to be selected for the programs.
2. *Geographic distribution.* Locations in various regions of the state will be selected to serve as regional centers of dissemination. Some variety in type of community (urban, suburban, tourist area) is also desired.
3. *Size of School.* An attempt will be made to obtain a representative sample of Michigan high schools having an enrollment exceeding 500 students (in grades 9-12 or the equivalent).
4. *Facilities.* There must be provision for appropriate laboratory and instructional facilities in relation to the proposed program.
5. *Availability of qualified staff.* Teachers of the occupational core must be appropriately certified. Cooperating teachers and resource staff must be available and willing to participate. Teachers and resource staff who are enthusiastic, resourceful, imaginative, and capable of directing effective vocational education are desired. Full administrative support, an enthusiastic climate toward research, and understanding support from fellow faculty, the guidance department, and school food service are also important.

PILOT PROGRAM CONTRACTS. Michigan State University will supply school districts with a written agreement outlining the responsibilities of M.S.U. and the school district with respect to the pilot research program.

Following is a summary of agreements for pilot schools and associate schools:

PILOT SCHOOLS

Michigan State University agrees to:

1. provide experimental teaching materials and aids and assist with the development of course outlines and curriculum guides.
2. provide consultant time of M.S.U. research staff for visitation at participating schools and for teacher education conferences and workshops.
3. provide a three week summer institute and five days of workshops during the school year. Room, board, tuition, travel, books and materials will be provided by Michigan State University.
4. reimburse up to 50% of the period of teacher time daily devoted to evaluation and research.
5. provide follow-up instruments for graduates of pilot programs.
6. provide testing instruments as needed for research.

School agrees to:

1. initiate and operate program according to pilot plan specifications.
2. provide 5 days released time for teachers to attend workshops during the school year.
3. send teacher to a three week summer institute at M.S.U.
4. provide one period daily for preparation and program evaluation of pilot project and submit monthly reports on progress of pilot program to project leader. Teachers will be designated as research associates. Schools in which a team of teachers is involved in a program should designate one of the team as the program leader.
5. provide for testing of students in the pilot program at selected intervals of the school year.
6. provide usual instructional materials such as textbooks, reference books and materials, and audio-visual materials.
7. provide for adequate room space and for facilities, furniture, and fixtures as needed for operation of the program.
8. establish a local advisory committee for the program.
9. provide M.S.U. research staff with opportunity for observation of the pilot program.
10. provide for follow-up of pilot classes.

ASSOCIATE SCHOOLS

Michigan State University agrees to:

1. provide experimental teacher materials and aids and assist with the development of course outlines and curriculum guides.
2. provide consultant time of M.S.U. research staff for visitation at participating school and for teacher education conferences and workshops.
3. provide a three week summer workshop for teacher training of interested teachers in associate schools. Expenses to be paid by the individual teacher and/or his school district.
4. provide five days of workshops for interested teachers in associate schools, with expenses of travel, lodging and subsistence to be paid by the local school district or the individua..
5. provide instruments for follow-up of graduates of pilot programs.
6. provide testing instruments as needed for research.

School agrees to:

1. initiate and operate program according to pilot plan specification.
2. provide 5 days release time for teacher to attend workshops during the school year.
3. encourage teachers to attend three week summer workshop.
4. provide usual instructional materials such as textbooks, reference books and materials, and audio-visual materials.
5. provide M.S.U. research staff with opportunity for observation of the pilot program.
6. provide for adequate room space and for facilities, furniture, and fixtures needed for operation of the program.
7. establish a local advisory committee for the program.
8. if possible, provide one period daily for teacher preparation and program evaluation of pilot project and
   a. submit monthly reports on progress of pilot program to project leader.
   b. provide for testing of students in the pilot program as needed for research.
   c. provide for follow-up of pilot classes.

APPENDIX C

SUMMARY OF ACTIVITIES; HOSPITALITY EDUCATION PROJECT, January 1, 1966 - November 30, 1966

Dates (1966)	*Activity*
Jan. 1	Staff member assumed leadership of Hospitality Education Project (50% time).
Jan. 1-11	Preparation of preliminary project proposal.
Jan. 12	Project announced to meeting of Michigan high school vocational directors and other school administrators.
Jan. 13-21	Preparation of prospectus for project.
Jan. 17	Project leader announced project to members of Michigan Council on Education for the Hospitality Industry
Feb. 1 — Apr. 30	Initial and follow-up interviews with administrators and staff of Michigan schools interested in participating in the Hospitality Education Project.
Mar. 15-17	Project leader visited Project FEAST.
Mar. 9	Discussion of Hospitality Education Project with City Supervisors of Home Economics in Michigan.
Mar.	Two graduate assistants assigned to Hospitality Education Project (each 50% time).
Mar.	Tentative selection of first clinical sites for Hospitality Education Project.
Mar. 28-31	Project leader participated in National Seminar on Occupational Education in Home Economics Education at the Center for Research and Leadership Development in Vocational-Technical Education, The Ohio State University.
Mar.	Announcement of Hospitality Education Project sent to state supervisor of Home Economics and head teacher educators of vocational home economics teacher training institutions.
Apr. — May	Negotiation of agreements with the seven schools to serve as 1966-67 clinical sites for the Hospitality Education Project.
Apr. — Nov.	Selection, requisitioning, collecting, and organizing reference and instructional materials.
May 27	Discussion of Hospitality Education Project with MSU doctoral seminar in home economics education.
June	Publication of working draft of resource materials and job descriptions for Hospitality Education Programs.
June 3	Participation of staff of Hospitality Education Project.
June	Publication of first draft of list of current reference and instructional materials in the Hospitality Education Project reference collection.
June 21	Project leader spoke to Michigan Coordinators' Conference (Leland) regarding RR&D Program.
July 6-27 (consecutive days)	Institute for staff of clinical schools operating programs in cooperation with Hospitality Education Project.
July 26	First meeting of Advisory Committee to Hospitality Education Project.
Aug. 1 — Sep. 20	Compilation, duplication, and dissemination of selected resource materials prepared by Institute participants.
Aug. — Dec.	Preparation of proceedings from 1966 Hospitality Education Summer Institute.
Aug. 19	Second meeting of Advisory Committee to Hospitality Education Project.
Aug. 31	Completion of first phase of reference collection of international hospitality education program offerings at secondary, post-secondary and university levels.
Aug. — Oct. 5	Preparation of preliminary draft of proposal to Ford Foundation for a "State-wide Model of a Developmental Vocational Education Research and Teacher Education Program in Hospitality Services Based Upon a Clinical School Concept."
Sept. 15—Nov. 30	Monthly consultant visitations to clinical schools cooperating in the Hospitality Education Project.
Sept. 22	Project leader described Hospitality Education Project to participants of Annual Convention of Michigan Hotel-Motor Hotel Association.

Oct. 1 — Nov. 30	Data collection from research associates in clinical schools.
Oct. 10	Meeting with representative from the Ford Foundation sponsored by MSU College of Education.
Oct. 25-27	Project leader participated in Michigan Research Coordinating Unit Conference at MSU.
Nov. 1-2	First follow-up workshop for research associates, food service directors and administrators of clinical schools operating hospitality education programs.
Nov. 12	Project leader discussed Hospitality Education Project at annual meeting of Michigan Home Economics Teachers (Traverse City).
Nov.	Final preparation of preliminary drafts of publications: Acquisition List of Hospitality Education Project Reference Materials; Hospitality Education Periodicals; Directory of Personnel in Schools Serving as Clinical Sites for 1966-67 Hospitality Education Project; Directory of Local Hospitality Education Project Advisory Committees.
Nov. 15-30	Preparation of preliminary draft of report of the Hospitality Education Project for USOE.
Nov. 22-23	Project leader conferred with U.S. Office of Education staff regarding Hospitality Education Project and promising directions for future developments for vocational programs in hospitality services.
Nov. 28	Consultant conference (Mrs. Marlene Jones, Home Economics Supervisor, Penta-County Vocational School, Perrysburg, Ohio).

APPENDIX D

PERSONNEL OF THE HOSPITALITY EDUCATION PROJECT — January 1, 1966 - November 30, 1966

Operations Staff

Staff	Rank	Field	Project Position	% MSU Appointment	% Time HEP R & D	Source of Funds: Contract	Appointment Dates
Acosta, Richard	Grad. Ass't	Hotel Mgt.	Research Assistant	50	100	x	16 Mar. 66 — 15 June 66
	Grad. Ass't		Research Assistant	50	100	x	16 June 66 — 15 Aug. 66
	Grad. Ass't		Research Assistant	25	100	x	16 Sept. 66 — 15 Mar. 67
Brewer, Shirley	Grad. Ass't	Home Economics Education	Research Assistant	50	100	x	16 Mar. 66 — 15 June 66
	Grad. Ass't		Research Assistant	50	100	x	16 June 66 — 16 Aug. 66
Daleiden, Lois			Secretary	100	25	x	1 Sept. 66 — 4 Nov. 66
Dommer, Carolyn	Assistant Instructor	Home Economics Education	Project Leader	100	50	x	1 Jan. 66 — June 66
	Assistant Instructor		Project Leader	100	100	x	1 July 66 — 31 Aug. 66
	Instructor		Project Leader	100	100	x	1 Sept. 66 — 30 June 67
Lamb, Patricia			Secretary	100	34	x	1 Jan. 66 — 31 Aug. 66
McFadden, Jean	Instructor	Institution Administration	Instructor	100	100	x	1 July 66 — 30 July 66

Springstead, Sandra			Secretary	100	25	x	20 Nov. 66 — 30 Nov. 66
West, Dorothy	Assistant Instructor	Home Economics Education	Research Assistant	50	100	x	16 Sept. 66 — 15 June 67

Task Force Staff

Staff	Rank	Field	Dept.	R & D Program Position	Term of Service on Task Force
Barbour, Henry O.	Prof.	Hotel-Restaurant Management	MSU School of Hotel, Restaurant, Institutional Management		10 Jan. 66 — 30 June 67
Dommer, Carolyn	Inst.	Home Economics Education	MSU Secondary Education and Curriculum	Project Leader	10 Jan. 66 — 30 June 67
Ferguson, Edward	Inst.	Distributive Education	MSU Secondary Education and Curriculum	Project Leader	10 Jan. 66 — 30 Sept. 66
Haines, Peter G.	Prof.	Distributive Education	MSU Secondary Education and Curriculum	Director R&D Program	10 Jan. 66 — 30 June 67
Meaders, O. Donald	Asst. Prof.	Agricultural Education	MSU Secondary Education and Curriculum	Asst. Director R&D Program	15 Sept. 66 — 30 Nov. 66
Stearns, Karl	Inst.	Business Education	MSU Secondary Education and Curriculum	Administrative Assistant	1 Aug. 66 — 30 Nov. 66
Stearn, Jacob	Assoc. Prof.	Industrial Education	MSU Secondary Education and Curriculum	Asst. Director R&D Program	1 Sept. 66 — 30 Nov. 66

APPENDIX E

CONFERENCE ON PROPOSED EXTENSION OF HOSPITALITY EDUCATION PROJECT

Monday, October 10, 1966 - Galaxie Room, Kellogg Center

1. *Mr. Marvin Feldman;* Representing The Ford Foundation
2. *Miss Jeanette Lee;* Dean, College of Home Economics, MSU
3. *Dr. Alfred L. Seelye;* Dean, College of Business, MSU
4. *Dr. John E. Ivey, Jr.;* Dean, College of Education, MSU
5. *Dr. Carl Gross;* Chairman, Department of Secondary Education & Curriculum College of Education, MSU
6. *Prof. Henry O. Barbour;* Director, School of Hotel, Restaurant and Institutional Management, MSU
7. *Dr. Peter G. Haines;* Director, Research and Development Program, College of Education, MSU
8. *Dr. O. Donald Meaders;* Acting Director, Research and Development Program, College of Education, MSU
9. *Dr. Jacob Stern;* Assistant Director, Research and Development Program, College of Education, MSU
10. *Miss Carolyn Dommer;* Hospitality Education Project Leader, Research & Development Program, College of Education, MSU
11. *Dr. Twyla Shear;* Home Economics Education Program Area Coordinator, College of Education, MSU
12. *Mr. Karl Stearns;* Administrative Assistant, Research & Development Program, College of Education, MSU
13. *Mrs. Dorothy West;* Research Assistant, Research & Development Program, College of Education, MSU
14. *Mr. Richard Acosta;* Research Assistant, Research & Development Program, College of Education, MSU
15. *Miss Eleanor Tumath;* Supervisor of Home Economics & director of Food Service, Grand Rapids Public Schools
16. *Miss Barbara Gaylor;* Chief, Home Economics & Family Life Education, Michigan Department of Education
17. *Mr. Richard Shupe;* Consultant, Business & Distributive Education, Michigan Department of Education
18. *Mr. Harry Blanchard;* Research Consultant, Michigan Department of Education
19. *Mr. Ray Simescu;* Director of Food Service, Oakland Community College
20. *Mr. Richard McLain;* President, Michigan Foundation for Hospitality Education
21. *Mr. John Bouhlis;* President, Mary Avis, Incorporated
22. *Mrs. Helen Weiss;* Operations Director, Educational Institute, American Hotel Association
23. *Mr. Charles Pearson;* Coordinator, Hotel-Motel Mid-Management Program, Lansing Community College

The LUNCHEON will be followed by a discussion with Mr. Marvin Feldman of The Ford Foundation regarding a proposed hospitality education project and teacher education program.

APPENDIX F

CONSULTANTS AND RESOURCE PERSONS SERVING ON HOSPITALITY EDUCATION PROJECT (1/1/66 - 8/31/66

Name	*Institution, Agency or Organization*	*Position*
Adloff, Betty	Grand Rapids Public Schools	Teacher
Barbour, Henry Ogden	MSU	Director, School of Hotel, Restaurant and Institutional Management
Barrett, Mary	Owosso Memorial Community Hosp.	Director of Food Service
Bates, Hope	Lansing Public Schools	Teacher
Bedell, George	National Restaurant Assn.	Management Training
Bongay, Roseann	MSU	Residence Hall Manager
Bowers, Ruth	Bill Knapps Michigan, Inc.	Director of Training
Coyle, Helen	Local 705 Hotel and Restaurant Employees Union	Board Member and Waitress
Drake, Evelyn	MSU	Kellogg Center Food Service Director
Dymit, Joe	Swift and Company	Director of Quantity Food Research Division
Gaylor, Barbara	Michigan Dept. of Education	Chief, Homemaking and Family Life Education*
Gifford, Hilda	Project FEAST	Director
Haines, Peter G.	MSU	Professor, Business and Distributive Education
Heatherington, Anne	Lansing Public Schools	Food Service Coordinator
Hurst, Michael	Wm. Schuler's Inc.	Executive Vice President
Kotschevar, Lendal	MSU	Professor, Hotel Management
McCoy, Shirley	Waterford Township Schools	Director of Food Service
McFadden, Jean	MSU	Instructor, Institution Administration
Olson, C. J.	Standard Brands, Inc.	Sales Representative
Palmer, Mike	Proctor & Gamble	Director, Bakery and Restaurant Research Kitchens
Phillips, Robert	Economic Laboratories	Sales Representative
Potter, Norman	MSU	Assistant Manager University Residence Halls
Rose, Zelna	Waterford Township Schools	Cafeteria Manager
Stafford, William	MSU	Food Production Specialist
Tumath, Eleanor	Grand Rapids Public Schools	Supervisor of Home Economics and Director of Food Service
Vlahakis, Angelou	Jim's Restaurant, Lansing	Assistant Manager
Withers, Rex Todd	Michigan Department of Education	Chief, Homemaking and Family Life Education*
Wojtysiak, Sigmund	Michigan Department of Labor	Chief, Wage-Hours Division

*Gaylor succeeded Withers, July 1, 1966.

APPENDIX G

HOSPITALITY EDUCATION PROJECT: ADVISORY COMMITTEE MEMBERSHIP

Dr. Twyla Shear, Assistant Professor
Home Economics Education
332 Erickson Hall
Michigan State University
East Lansing, Michigan

Miss Jane Walters
Michigan Dietetic Association
Administrative Dietitian
Harper Hospital
3825 Brush
Detroit, Michigan 48201

Mr. John Doherty, Executive Secretary
Michigan Health Council
712 Abbott
East Lansing, Michigan

Mr. Louis Krass
Michigan Bell Telephone Company
23500 Northwestern Hwy. Rm. E-31
Southfield, Michigan 48075

Professor Henry Ogden Barbour, Director
School of Hotel, Restaurant & Institutional Management
410 Eppley Center
Michigan State University
East Lansing, Michigan

Miss Barbara Gaylor, Chief
Homemaking and Family Life Education
Box 928
Lansing, Michigan

Mrs. Helen C. Weiss, Director
Educational Institute
American Hotel and Motel Association
77 Kellogg Center
Michigan State University
East Lansing, Michigan

Mr. John Brennan
Detroit Club Managers Association
Oakland Hills Country Club
Birmingham, Michigan

Mr. Mort Furay, President
Hotel, Motel, and Restaurant Employees Union, Local 705
100 Selden
Detroit, Michigan 48201

Mr. Richard Shupe, Consultant
Business and Distributive Education
Division of Vocational Education
Box 928
Lansing, Michigan

APPENDIX H

PROJECTED ACTIVITIES FOR HOSPITALITY EDUCATION PROJECT (DEC. 1, 1966 - JUNE 30, 1968)

Projected Activities	*Proposed Time Schedule*	*Teacher Education*	*Information - Data Collection and Analysis*	*Materials Development*	*Dissemination*	*Other (specify)*
Release of Interim Report (to 11/30/66) to USOE	February, 1967				X	
Reports from research associates—learning experiences, resources used and related activities of research associates	Monthly - received by 2nd week of month (final sets expected by mid-July)		X	X		
Visitations by HEP Leader to participating schools	Jan., Mar., & May, 1967	X				
Preparation of school visitation summaries by HEP leader	Monthly, following above visitations		X			
Preparation of Project Report to Director	Monthly					Internal Report
Preparation of Guidelines for Planning and Conducting Work Experience Segment of the HEP (preliminary draft)	December, 1966-Jan., '67	X		X		
Summary of 1966-67 Curriculum Analysis made by Research Associates	Jan., '67	X	X	X		

Projected Activities	*Proposed Time Schedule*	*Teacher Education*	*Information - Data Collection and Analysis*	*Materials Development*	*Dissemination*	*Other (specify)*
Preparation of charts on which to record summaries of student performance (based on content analysis)	Jan., '67		X	X		
First trial use of student performance summaries by research associates	February, 1967		X	X		
Revision of student performance summaries	March-April, '67					
2nd trial of student performance summaries by research associates	May, 1967		X	X		
Summary and analysis of student performance summaries	June - July, '67		X			
Summary of course outlines developed by research associates for the 1966-67 HEP programs	January - Feb., 1967	X	X	X		
Hospitality Education Project Workshop	Feb. 9-10, 1967	X			x (limited)	
Report - Feb., '67 HEP Workshop	April 15, 1967				x (limited)	
Reference list of Audio-Visual materials related to commercial foods (preliminary draft)	Feb., '67			X		
Summary and analysis of 1st. semester student learning experiences reported by research associates	February - March, 1967	X	X	X		
Summary and analysis of 1st. semester related activities of research associates	Feb. - March, 1967	X	X	X		
HEP Workshop	April 14, 1967	X			x (limited)	
Report - April, '67 HEP Workshop	June 15, 1967				x (limited)	
Preparation of student information form on which to record selected student information and characteristics.	Jan. - Feb., '67		X			
Collection of data on characteristics of students in 1966-67 HEP programs	March, 1967		X			
Summary of data on students in 1966-67 HEP programs	April - May, '67		X			
Preparation of student attitude inventory	Jan. - Feb., '67		X			
Administration of attitude inventory to students in 1966-67 HEP programs	March, 1967		X			

Projected Activities	*Proposed Time Schedule*	*Teacher Education*	*Information - Data Collection and Analysis*	*Materials Development*	*Dissemination*	*Other (specify)*
Summary and analysis of attitude inventories of students in 1966-67 HEP programs	April - May, 1967		X			
HEP Advisory Committee Meeting	March 7, 1967				X (limited)	Consultant Advisory
Report — March HEP Advisory Committee Meeting	March 20, '67				X (limited)	
HEP Advisory Committee Meeting	May 23, 1967				X (limited)	Consultant Advisory
Report — May HEP Advisory Committee Meeting	June 15, 1967				X (limited)	
1967 HEP Summer Institute	July 10-21, 1967	X			X (limited)	
Report — 1967 HEP Summer Institute	Nov. 1, '67			X	X	
1967 HEP Summer Cooperative Work Experience Program for Teachers	June 19 - Aug. 11 1967	X				
Report — 1967 HEP Summer Co-operative Work Experience Program for Teachers	December 1, 1967				X	
Summary and Analysis of 2nd semester student learning experiences reported by research associates	July-Aug., '67	X	X	X		
Summary and analysis of 2nd semester related activities reported by research associates	July-Aug., '67	X	X	X		
Prepare summary report of 1st. year operation of hospitality ed. project.	June-August, 1967				X	

**PLEASE NOTE: 1967-68 PROJECTED PROGRAM OF WORK INDICATES MAJOR TYPES OF ACTIVITIES. THE DETAILED LIST OF ALL ACTIVITIES (similar to those for 1966-67) HAS BEEN COLLAPSED AND SUMMARIZED FOR INSERTION IN THIS DOCUMENT.

Develop reference collection for home economics wage earning programs in child-care and housekeeping services.	January-December, 1967			X		Primarily support work for program development
Publish acquisition list.	June, 1967			X		
Publish supplement.	January, 1968			X		

Projected Activities	*Proposed Time Schedule*	*Teacher Education*	*Information - Data Collection and Analysis*	*Materials Development*	*Dissemination*	*Other (specify)*
Initial development of curriculum resources for child care and housekeeping service program development activities.	April-August, 1967			X		
Duplication of preliminary drafts of resources for cooperative experience phase of commercial foods programs.	April-July, 1967			X		
Operation of programs in clinical sites: a. 7 schools-1st. and 2nd. years of commercial foods programs b. 2-3 additional schools having 1st. year commercial foods program. c. 3-5 schools having home ec. occupational programs in child care and/or housekeeping services.	September, 1967-June, 1968					Program development
Project leader visitations to clinical schools.	September, 1967-May, 1968	X				
Preparation of school visitation summaries by project leader.	Monthly, following visitations.		X			
Project leader reports to R & D director	Monthly					Internal Report
Workshops for research associates (2 days each)	November, 1967; February, April, 1968.	X				
Preparation of report forms and instruments to be used for information and data collection.	April-August, 1967			X		
Data collection — descriptive information regarding various phases of program development (learning experiences, resources, materials developed, etc. as in 1966-67 programs) — selected experimentation in 1st. year commercial foods programs being conducted the second time.	Monthly, September, 1967-June, 1968		X	X		
Summary and analysis of 1st. semester program information and data.	February-March, 1968		X	X		

Projected Activities	*Proposed Time Schedule*	*Teacher Education*	*Information - Data Collection and Analysis*	*Materials Development*	*Dissemination*	*Other (specify)*
Summary and analysis of 2nd. semester program information and data.	June-July, 1968		X	X		
Refinement of curriculum development materials as listed.	September, 1967-September, 1968			X		
Publication of home ec. occupational education curriculum development materials obtained from operating 1966-68 clinical programs:	(tentatively)					
a. Recruiting and selecting students	Dec., 1967					
b. Working with local advisory committees	Jan., 1968					
c. Organizational procedures for conducting programs	April, 1968					
d. Teaching guides and student study sheets	August, 1968					
e. Selected job breakdowns	March, 1968					
f. Case studies of on-the-job situations	March, 1968					
g. Displays, diagrams and other visual aids.	December, 1967					
h. Aids for planning and supervising work experience programs	Sept., 1968					
j. Evaluation tools for teacher, supervisor and student use.	Sept., 1968					
Workshop reports (following Nov., Feb. and April workshops)	Jan., April, and June, 1968				X	
Preparation of final project report for USOE.	April-Sept., 1968				X	